

Applying Active Teaching Methods in Teaching for Students of Vietnamese studies in the Department of Linguistics and Literature of Ho Chi Minh City University of Education

Nguyen Anh Ngoc

Department of Linguistics and Literature, Ho Chi Minh City University of Education

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Abstract

The Vietnamese studies major at the Department of Linguistics and Literature, Ho Chi Minh City University of Education is a Scientology. Thisology provides basic, systematic, modern, and practical knowledge about Vietnamese studies.... especially about Vietnam tourism. The training of Vietnamese studies always strives to achieve positive effects to meet the needs of learners and the demand for human resources in society. To achieve these, lecturers have applied active teaching methods in teaching. Visualization, project teaching, and experiential teaching... are typical active teaching methods applied in teaching students of Vietnamese studies at the Department of Linguistics and Literature, Ho Chi Minh City University of Education now. The application of these methods received positive feedback from both lecturers and students. Lecturers are always encouraged to apply active teaching methods in teaching to both improve training quality and increase students' interest and capacity.

Keywords— *teaching for students of Vietnamese studies, Vietnamese studies, higher education, active teaching method.*

I. INTRODUCTION

1.1. Active teaching methods

Active teaching methods are different methods, manners, and techniques that make lessons lively and attractive, learners can work and be creative; some methods such as group work, visualization, project teaching... Applying these methods helps to improve the quality of teaching and learning. Active teaching methods aim at activating the cognitive activities of learners, promoting positivity in learners.

Features of active teaching methods:

Teach in and learn through student activities

Teaching through the continuous organization of learning activities, thereby helping students discover and apply the knowledge of the lesson. During the lesson, lecturers do not provide or impose existing knowledge but organize and guide students to conduct learning activities, discover new knowledge, and creatively apply known knowledge to practical situations.

Teaching and learning focus on training self-study methods.

Focusing on training students with methods so that students know how to read textbooks and study materials, and memorize reasons to discover and discover new knowledge. The application of active teaching methods also trains students in thinking operations such as analysis, synthesis, formation, and development of creative potential.

Enhance individual learning, combined with cooperative learning.

When applying active teaching methods, each student tries to be self-reliant and dependently and cooperates closely with each other in the process of approaching, discovering, and exploring new knowledge. The classroom becomes a communication environment between teachers with students and between students to apply the knowledge and experience of individual and groups in solving common learning tasks. Through discussion and debate in the group, each individual's opinion is revealed, agree, or disagree, through which learners raise themselves to a new level.

Combine lecturer's assessment with student self-assessment.

In active teaching, teachers guide students to develop self-assessment skills for self-regulated learning. In addition to the instructor's assessment, students are also guided to self-assess and peer-review. Correct self-assessment and time and just men to activities are essential competencies for success in life that schools must equip students with.

Benefits of active teaching methods

Benefits for lecturers

Lessons from lecturers become lively, attractive, and meaningful. Although the student is the center of the class, the role and reputation of the lecturer are enhanced. Besides, the professional liability of the lecturer will increase thanks to the pressure of the method, because the content of knowledge of each lecture must be updated continuously in the expanding formation.

Lecturers will learn from students a lot of knowledge and practical experience. The relationship between lecturers and students will come close and better through solving situations related to the lesson content and learners' lives.

Benefits for students

Students can share their knowledge and experiences while supplementing their knowledge and experiences not only from the lecturer but also from other students. Thanks to active learning, they retain knowledge deeply and increase their ability to apply it to practice many times compared to one-way passive learning.

1.2. Vietnamese Studies at the Department of Linguistics and Literature, Ho Chi Minh City University of Education

Vietnam Studies at the Department of Literature, Ho Chi Minh City University of Education was established in 2006. The training program of the ology is determined according to tourism orientation.

Theology consists of 129 credits including compulsory modules, electives, and free electives. The course is divided into 28 credits for the general modules, 31 credits for the career modules, 54 credits for the specialized modules, 6 credits for the graduation essay, and 5 credits for the elective modules. During the course, students are provided with basic, systematic, modern, and practical knowledge about Vietnamese studies.... especially about Vietnam tourism, helping students after graduation have the ability to study and teach about Vietnam, study or work in the field of tourism, diplomatic agencies, organizations international organizations, representative offices, commercial offices, governmental

and non-governmental organizations inside and outside Vietnam. In addition to professional knowledge, students are equipped with practical professional skills in tour guiding, tour design, tour management and operation, and tourism event design and management... Every year, students can participate in professional training programs and practical experiences, and practice culture and tourism in the locality, through more than 40 provinces and cities and dozens of historical and cultural relics, and famous tourist attractions around the country.

Thanks to the effective training results, the Vietnamese studies at the Department of Linguistics and Literature, Ho Chi Minh City University of Education are attracting more and more learners. To date, theology has had more than a thousand graduates, providing manpower for the tourism industry and related fields.

II. APPLYING ACTIVE TEACHING METHODS IN TEACHING VIETNAMESE STUDIES STUDENTS STUDYING AT THE DEPARTMENT OF LINGUISTICS AND LITERATURE, HO CHI MINH CITY UNIVERSITY OF EDUCATION TODAY

2.1. Visualization Application

Visualization is the direct use of objects and phenomena of the surrounding world or the use of writing, pictures, drawings, diagrams, tables, etc. to convey or illustrate a topic or content. content of the lecture.

Visualization includes illustrations and projections. The illustration is the use of objects, actions, images, sounds, etc. for learners to observe and receive directly. Projections are the use of mechanical devices to project objects, images, activities, and sounds for learners to observe and receive.

Visualization helps learners approach and see things, phenomena, and lessons from many different perspectives. From there, learners can absorb the most information and remember information longer and easier.

At the Department of Linguistics and Literature, Ho Chi Minh City University of Education, when teaching students majoring in Vietnamese Studies, visualization is applied to both basic and specialized modules, especially those highly practical and applied. In the group of basic modules, visualization is often applied in the form of projection, using images and videos to serve the teaching and the purpose of the lesson. In the group of specialized subjects, visualization is applied in both projection and illustration. From the use of images and videos for projection to the use of objects, forms, and actual products

to illustrate, the application of visualization always adheres to the content, lecture objectives, and learning outcomes.

2.2. Project-based teaching application

Project-based learning is a form of teaching in which learners perform a complex learning task, combine theory and practice, and produce products that students can introduce to them. This task is performed by learners with high self-reliance in the entire learning process, from goal setting, and planning, to project implementation, to checking, adjusting, and evaluating the result. The basic form of project-based teaching is group work.

The project-based teaching application puts students at the center of the lesson, helping students become self-aware as well as develop their knowledge and skills through the performance of tasks. When teaching in this method, the lecturer will guide students to do so to help develop knowledge and skills through learning tasks. Students are encouraged to explore and practice the knowledge they have learned to create their products.

Project teaching is applied in the group of specialized modules when teaching Vietnamese Studies at the Department of Linguistics and Literature, Ho Chi Minh City University of Education. Students are guided by lecturers to create practical products that both meet the content and output standards of the course and practice professional skills for students. Typical products of the application of project teaching in teaching students of Vietnamese studies can be mentioned such as: making a video introducing the culinary culture of some localities in Vietnam when studying Vietnamese Culinary Culture, designing and operating a travel program by themselves when studying Tour Design and Operation, organize team building activities when studying Animation and Organizing tourism events...

2.3. Experiential teaching application

Experiential learning is a teaching method that encourages learners to explore and experiment directly with the knowledge to form concepts and skills for that knowledge.

There are many ways to apply experience in teaching to improve students' learning efficiency, usually, it is for students to experience something in practice and write an essay about it. The teacher and the whole class will analyze the students' perspectives through the lesson and the student's experiences. This is also an active learning method that enhances students' practical knowledge, the ability to comment on problems, think, and write essays from which to draw practical experiences and lessons for themselves.

The application of experience in teaching helps increase students' initiative, creativity, and memory. Besides, the application of experience also overcomes boredom in teaching and learning at the university and increases the ability to apply professional skills in practice.

At the Department of Linguistics and Literature, Ho Chi Minh City University of Education, students majoring in Vietnamese studies often experience learning about specialized subjects such as Sino Nom, Vietnamese marine culture, and cultures of some ethnic groups in Vietnam, Vietnam tourist route, Tour guide profession... When participating in experiential activities, most students feel interested and gain many practical lessons, comparing theoretical knowledge and skills learned in the university with the reality that students experience. From there, students have a suitable orientation to improve their knowledge and skills.

III. SOME REQUIREMENTS WHEN APPLYING ACTIVE TEACHING METHODS IN TEACHING VIETNAMESE STUDIES AT THE DEPARTMENT OF LINGUISTICS AND LITERATURE, HO CHI MINH CITY UNIVERSITY OF EDUCATION

The application of active teaching methods in teaching is essential and encouraged. However, when applying these methods, the following requirements should be kept in mind.

3.1. Match the lesson objectives, meet the learning outcomes for the module, and support and meet the output standards of the training program.

When applying active teaching methods in small-scale activities such as lessons, one or several lessons, it is necessary to ensure that the application of these methods is consistent with the objectives of the lesson, and lesson time. Avoid applying methods unnecessarily or inappropriately or application.

When applying active teaching methods to the module scale, the application of these methods must meet the output standards of that module. It is necessary to ensure that the requirements, implementation guidelines, and evaluation guidelines for the application of active teaching methods are strictly designed and appropriate to the subject. Students must be fully informed about the requirements of the activity offered by the lecturer. In the process of students fulfilling those requirements, students must be adequately guided and supervised by the lecturer so that they can support and help students make adjustments when necessary. The evaluation criteria must be disseminated to students in advance so that students can

compare and adjust in the process of performing the tasks assigned by the lecturer.

The output standard of the Vietnamese study program at the Department of Linguistics and Literature, Ho Chi Minh City University of Education is currently determined according to tourism orientation, so the modules are designed to meet this output standard. Therefore, the application of active teaching methods should also aim to meet this output standard. When designing tasks and applied activities, lecturers should consider choosing activities that are both suitable for the subject they are teaching and associated with tourism activities and applicable knowledge in the tourism sector.

Above all, the application of active teaching methods needs to promote the initiative, activeness, and capacity of students in learning. Moreover, the applications also meet the maximum practical needs, increasing the applicability and ability of students to perform their careers after graduation. Positive teaching methods should not be applied subjectively, not suitable for the lesson objectives, not meeting the course output standards, not meeting students' aspirations, and not suitable for reality.

3.2. Meet the reality of teaching and learning

In addition to matching the lesson objectives, meeting the learning outcomes for the module, and supporting meeting the output standards of the training program, the application of active teaching methods in teaching needs to meet the reality of teaching and learning. Lecturers design tasks and application activities that need to be based on the conditions of the training institution and the performance capabilities of the students. Lecturers should also design these application activities based on the available facilities and resources of the university to save money and make the most of the available resources of the training institution. Besides, based on the dynamic and creative characteristics of students majoring in Vietnamese studies, lecturers should organize application activities to help students promote their abilities, skills, and strengths. For example, using images of Chinese characters in tourist spots to illustrate visually when teaching Sino Nom or making a video introducing a Vietnamese dish to tourists when teaching Vietnamese Culinary Culture, or participating in a religious relic that is a famous tourist destination when teaching and experiencing Some Religions and Beliefs in Vietnam.

When applying active teaching methods to design activities and tasks for students, lecturers should also pay attention to cost savings for both lecturers, the university, and students. In addition to taking advantage of the school's available facilities, when organizing experiential activities and projects, teachers should choose locations

near the school, and consider choosing activities with an appropriate budget for both students and lecturers. Multiple sets can be combined in the same activity to optimize application performance. For example, when organizing experiential activities at Vinh Nghiem Pagoda, a famous religious building and tourist destination, the lecturers of 3 modules Sino Nom, Some Religions and Beliefs in Vietnam, and Tour guide profession can be combined to assign learning tasks to students so that students can both learn the Chinese characters in the pagoda, learn about Buddhism and Buddhist works, and practice introducing Vinh Nghiem pagoda as a tourist destination. Or when organizing for students to design and operate a travel program to the Southwest region, the lecturers of the module Tour Design and Operation, Some religions and beliefs in Vietnam, Southern garden culture, and Animating and organizing tourism events combine tasks for students so that students can organize activities and travel events in the same trip. At the same time, students also include in the schedule suitable attractions to learn about religions and beliefs, as well as study the existing garden culture in the Southwest region.

IV. CONCLUSION

Visualization, project teaching, and experiential teaching... are typical active teaching methods applied in teaching students majoring in Vietnamese studies at the Department of Linguistics and Literature, Ho Chi Minh City University of Education. The application of active teaching methods in teaching is always encouraged by the school and supported by students. To apply these teaching methods, teachers need to study to master the teaching methods. At the same time, lecturers also need to learn about the school's facilities, students' conditions, and practical application to organize appropriate application activities and bring optimal efficiency in both improving the quality of training and increasing the interest and capacity development of students.

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